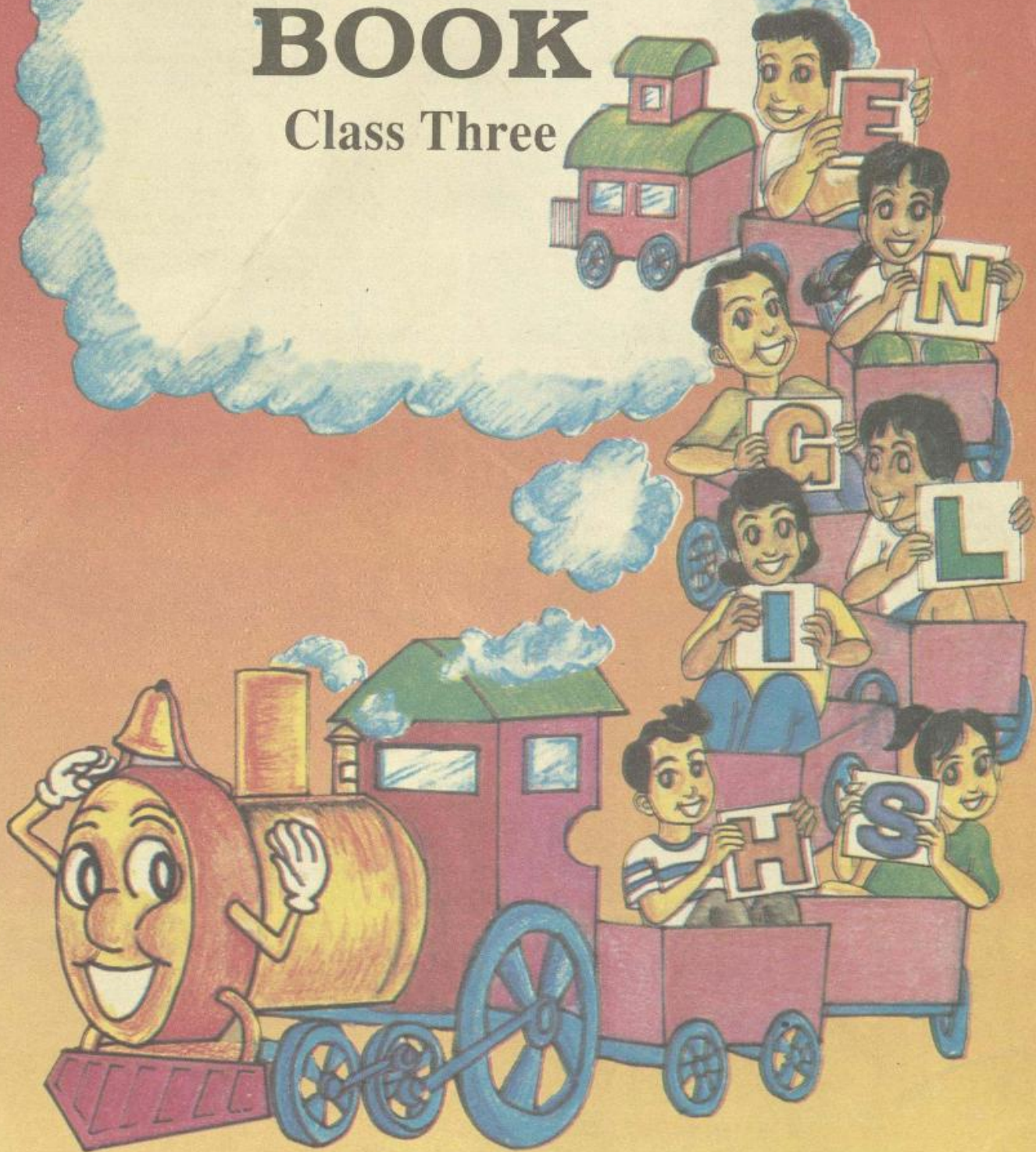


MY ENGLISH BOOK

Class Three



SINDH TEXTBOOK BOARD, JAMSHORO SINDH.

MY ENGLISH BOOK

FOR

CLASS THREE



SINDH TEXTBOOK BOARD,
JAMSHORO, SINDH.

Published by
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Karachi



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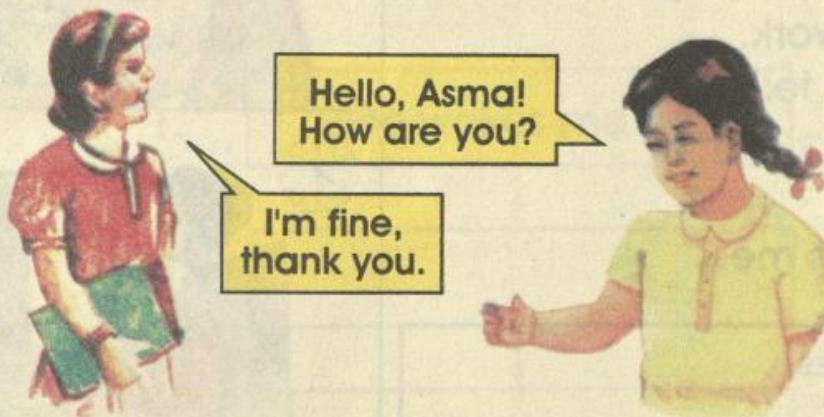
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Listen and repeat:



HELLO!

**TEACHER'S GUIDELINES:**

1. Draw two faces on the blackboard. Name them, for example Saleem and Teacher.
2. Stand in front of each face and say his lines aloud.
3. The class first listens and then repeats after you.
4. After enough whole class practices divide the class into two groups. One group repeats teacher's lines and the other group repeats Saleem's lines.
5. After enough group practice, ask students to practice the dialogues in pairs.
6. Call one or two pairs to act out the dialogues in front of the class.

I LOVE YOU MUMMY



I love my mother.
She is sweet and kind.

She wakes me up in the
morning.
She gives me breakfast.
Then, she takes me to school.

In the evening, she helps me
with my home work.
Sometimes, she tells me
a story.

My mother loves me.

TEACHER'S GUIDELINES:

Before Reading Activities:

1. Write the lesson title on the blackboard and read it aloud. Ask students to guess what it means.
2. Ask them to look at the pictures only and guess what is happening. Who the people are, what mother does. Let student's answer in the present form and elicit all the actions that are being done in the picture.
3. Write the English words that students say, on the B.B. Do for only those words which occur in the reading passage.
4. After explanations, get the class to read all the words on the blackboard and repeat each word in chorus.



Exercise 1.

Read the text and tick ☒ the right box.

Example: My mother is

not kind kind

1. My mother is

sweet not sweet

2. In the morning
She gives me

lunch breakfast

3. She helps me with my
homework in the

morning evening

4. She tells me a

story joke

5. She takes me to

the park school

Exercise 2.

Read the text and fill in the boxes.

What does mother do?

1. She wakes me up.

2.

3. She takes me to school

4.

5.

What do they do at 6 o' clock in the morning?

What does
your mother
do at
6 o' clock ?

She makes
breakfast.

What do your
grandfather and
grandmother
do at
6 o' clock?

They read
the Quran.



Exercise 1.

Ask the questions in the wheel. Then answer as in the example below.

Example:

Question: What does Aslam do in the morning?

Answer: Aslam eats breakfast.

Answer: He eats breakfast.



Exercise 2.

Read the table and make as many questions as you can.

Example:

1. What does mother do at six o'clock in the morning?
2. What do Saleem and Aslam do at six o'clock in the morning?

| | | | |
|------|------|--------------------------------|--|
| What | does | mother | do at six o'clock in the morning? |
| | | Arif and Faisal | |
| | | father | |
| | | grandfather and grandmother | |
| | do | Marvi | |
| | | Saleem and Aslam | |
| | | Huma | |
| | | Azra | |

Exercise 3.

Read the table and make as many sentences as you can.

Example: Asma drinks tea in the morning.

| | | |
|----------------|------------|-----------------|
| Asma | drink tea | in the morning. |
| They | | |
| Aslam and Arif | | |
| She | drinks tea | |
| Grandfather | | |
| Huma and Azra | | |

Unit 1.4

How to use a dictionary

Tick ☒ letter which comes after:

Example: **c** [✓] d t h

1. **j** b k o

2. **k** c l p

3. **q** s r f

4. **g** b h s

5. **m** n k f

Write the letter which comes just before:

Example: c **d**

1 **f**

2 **h**

3 **o**

4 **s**

5 **z**

Unit 1.5

Writing Pattern

Exercise 1.

Trace these letters

a c e m a c e m

b d h k b d h k

g j p q g j p q

Exercise 2.

Writing

Fill in the form below.

All names begin with capital letters

Examples. My name Nasir

FORM

1. My name

2. Father's name

3. Teacher's name

4. Name of school

5. City

6. Country

TEACHER'S GUIDELINES:

For further practice of capital letters ask your students to write the names of their friends, relatives and places they like.



Munni has a green parrot.



He loves chillies.



He also loves fruits.



He sits on Munni's hand.



He eats food with Munni.



Munni loves her parrot.

TEACHER'S GUIDELINES:

1. Read the story aloud to your students, while they look at the pictures.
2. Encourage students to talk about their favourite pets/toys and things.

Unit 2.1

WHAT ARE YOU DOING?

Oral Work

Asking about activity



TEACHER'S GUIDELINES:

See page no: 4.

Further Practice: Substitute the word 'boat' for something else e.g aeroplane/kite.

Unit 2.2

IN THE PARK

Reading

ing/Yes he is/No he isn't



It is 5 o'clock in the evening.
Asma and Najma are
skipping.
They are laughing.

Nasir is kicking the ball.
Saleem is running.
They are playing football.



Aslam is jumping. Some children are playing hide and seek.
Hasan is hiding. Asma's mother is sitting on the bench.

TEACHER'S GUIDELINES:

See unit 1.2 page 4.

For further practice bring more action pictures from magazines and newspapers.

Exercise 1.

Put a ☒ or X:

Example: Asma's mother is sitting on the bench.

1. Nasir and Saleem are playing football.
2. Aslam is jumping.
3. Asma and Najma are laughing.
4. Saleem is kicking the ball.
5. Asma is hiding.

| |
|-------------------------------------|
| <input checked="" type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Exercise 2.

Read and match.

Example: They are laughing.

1. Asma is

2. Nasir is

3. Saleem is

4. Asma's mother is

5. Hasan is



sitting on the bench



skipping



laughing



running



hiding



kicking the ball

Exercise 3.

Look at the picture and answer the questions.

Mother

Maria Nasir Marvi Shehla Saleem . Father



At the table

Example: Is Nasir eating an orange?
(No he isn't/Yes he is.)

No. he isn't.

1. Is Maria laughing?
2. Is father drinking tea?
3. Is Saleem talking to Maria?
4. Is mother eating?
5. Are Nasir and Maria talking?
6. Is Saleem sleeping?

Exercise 4.

Read the table and make as many correct sentences as you can.

| | | | | |
|------|-----------|---|-------|---|
| What | is are | he she Nasir Shehla they Marvi and Nasir | doing | ? |
|------|-----------|---|-------|---|

Unit 2.3

He/She is ____ing

They are ____ing

WHAT ARE THEY DOING?

What is Asma doing?



She is eating.



She is reading.
What is Nasir doing?



She is drawing.



He is playing.



He is crying.



He is laughing.

What are Najma and Saira doing?



They are talking.



They are running.



They are skipping.

TEACHER'S GUIDELINES:

Ask students to look at the picture. They listen and repeat after you. First the question then the answer e.g What is Asma doing? She is reading. Do the same with the pictures.

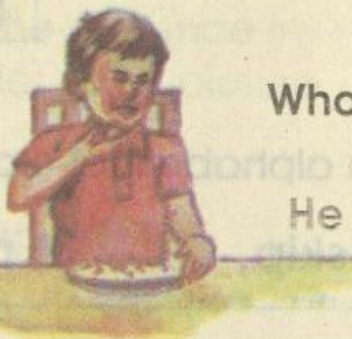
For Further Practice: See T. G page 4. You can also draw on the B.B/bring magazines/newspapers/pictures.

Exercise 1.

Look at the picture and write

Example: He/eat.

He is eating.



What is he doing?

He is eating.



She/cry.



They/play.



He/sleep.



She/read.



They/laugh.



He/jump.

Exercise 2. Rewrite the question in correct order.

Example is he What? doing
What is he doing?

1. is she? What doing
2. they doing? are What
3. Aslam is? doing What
4. ? What Najma and Saira doing are
5. doing? is What Razia

Unit 2.4

How to use a dictionary

Write the words in alphabetical order.

Example: skip, play, run,

play run skip

1. mango, apple, orange

2. ball, tree, pen

3. milk, ice, water

Unit 2.5

Writing

Exercise

Read and trace the following sentences.

Chimpy is a little monkey.

He is very hungry.

He is looking for a mango.

Match and write the sentence in correct order under each picture.

1. Chimp is hungry.
2. Now he is sleeping.
3. He is climbing up the tree.
4. He is looking at a big mango.
5. Look! He is eating the sweet mango.
6. He is happy and swinging on the tree.



A soft, painterly illustration of a rainy day. In the foreground, a person with dark hair, wearing a red shirt and white shorts, is walking away from the viewer. The background is a hazy, greenish-yellow landscape with a dark, overcast sky. The overall mood is quiet and contemplative.

THE RAIN

It is raining.

Raining on the trees,

Raining on the mountains,

Raining on the seas.

It is raining,

Raining on me.



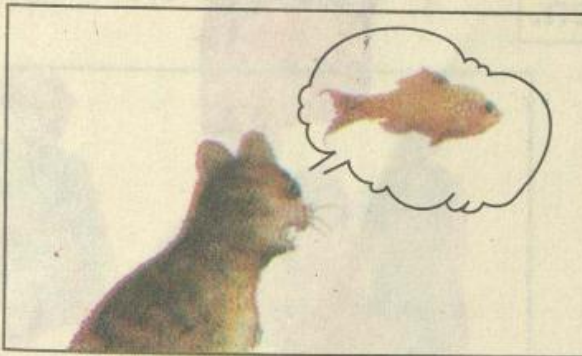
MARVI AND HER GOLDFISH



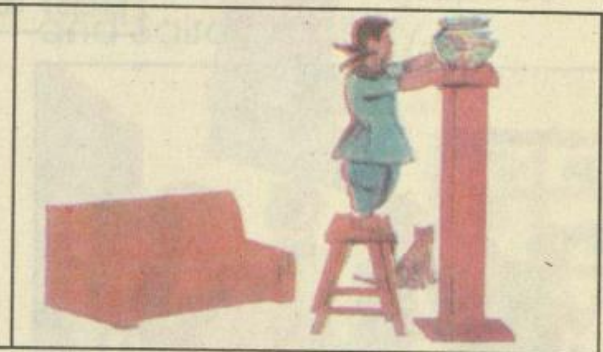
Marvi has a goldfish.



She also has a brown cat.



The cat wants to eat goldfish.



But, Marvi is very careful.



She keeps the goldfish far away from the cat.



THE RAIN

It is raining.

Raining on the trees,

Raining on the mountains,

Raining on the seas.

It is raining,

Raining on me.



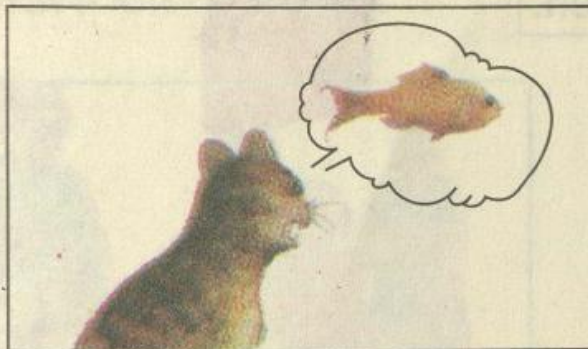
MARVI AND HER GOLDFISH



Marvi has a goldfish.



She also has a brown cat.



The cat wants to eat goldfish.



But, Marvi is very careful.



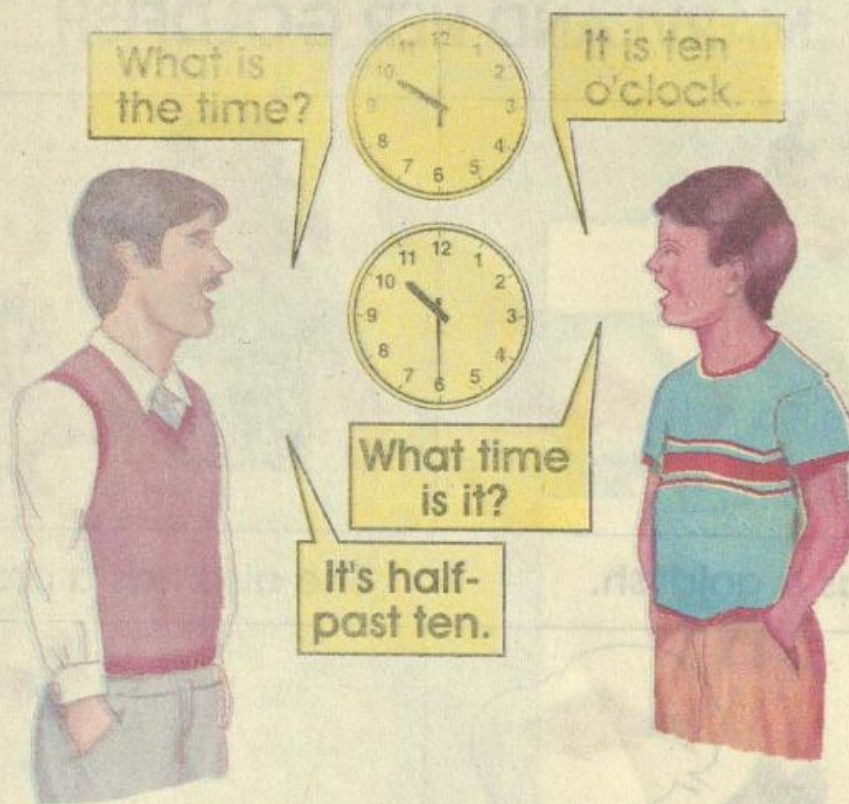
She keeps the goldfish far away from the cat.

Unit 3.1

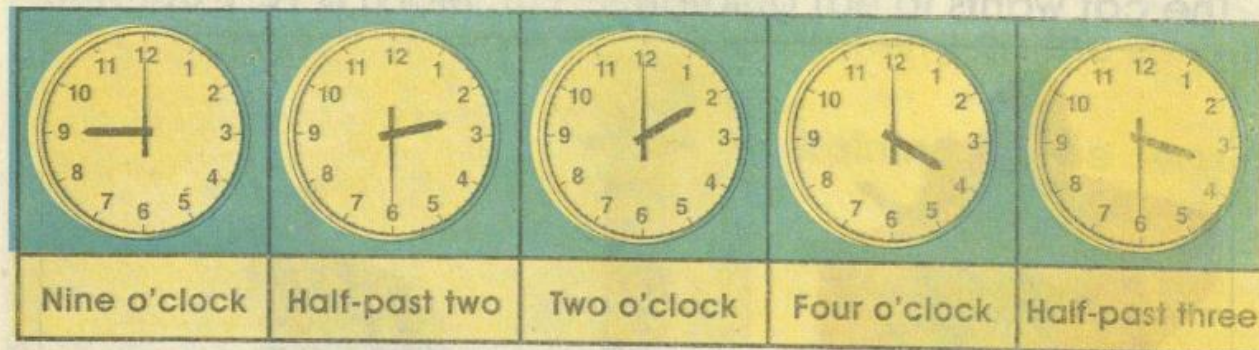
Oral Work Telling the time

WHAT IS THE TIME?

Listen and repeat.



Listen and repeat.



TEACHER'S GUIDELINES:

See Page no 4: for further practice.



EID DAY



It is Eid day.
The children are very happy.
They have lots of money.



The children count their money.
Shakeel has twenty rupees.
Laila has thirty five rupees
and Saira has thirty.



They go to a shop.
Shakeel buys a red truck.
Laila buys some chocolate
and Saira buys three dolls.



All the children have something.
Now they go home.

TEACHER'S GUIDELINES

- 1 Write the lesson title on the blackboard and read it aloud.
- 2 Ask students to tell you what they do on Eid day.

- 3 Write the English words for some of the responses on the blackboard.
- 4 Ask questions about what is happening in each picture.

NUMBERS

Exercise 1.

Read and write.

11. eleven

12. twelve

13. thirteen

14. fourteen

15. fifteen

16. sixteen

17. seventeen

18. eighteen

19. nineteen

20. twenty

21. twenty-one

22. twenty-two

23. twenty-three

24. twenty-four

25. twenty-five

26. twenty-six

27. twenty-seven

28. twenty-eight

29. twenty-nine

30. thirty

31. thirty-one

40. forty

50. fifty

Exercise 2.

Read and match.

Example: The children are

1. Laila has
2. Shakeel has
3. Laila buys
4. Shakeel buys
5. Saira buys
6. The children go

a red truck.
home.
twenty rupees.
three dolls.
thirty five rupees.
very happy.
some chocolate.

Exercise 3.

Read the text and fill in the blanks:

Laila, Shakeel and _____ go to a _____
They buy a _____ some _____
and _____ dolls.

TEACHER'S GUIDELINES:

Read the numbers aloud. Ask students to look at the words and repeat after you.

Further Practice. Write the number on the B.B e.g. 17

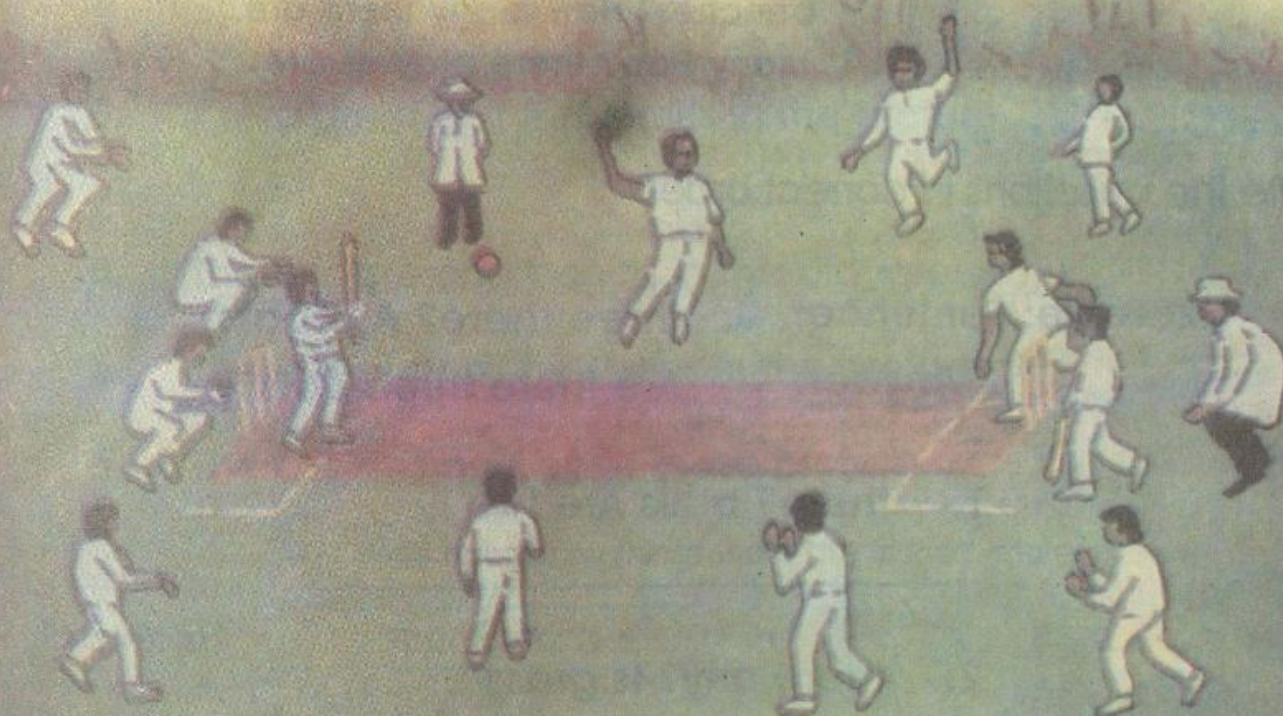
Ask students to write the word in their books e.g. seventeen.

Repeat all the numbers.

Unit 3.3

How many? There is/There are
Is there? Are there
Isn't aren't Singular/Plural

IN THE CRICKET GROUND



| | |
|--------------------------------------|-------------------------|
| How many boys are there? | There are fifteen boys. |
| How many balls are there? | There is one ball. |
| Are there three bats in the picture? | No, there aren't. |
| Is there any grass on the pitch? | No, there isn't |

TEACHER'S GUIDELINES:

See page No. 4

First practice with questions beginning with 'How many' and then 'Are there', 'Is there'.

Ask questions about things in the classroom e.g. "How many desks are there in the classroom?"

Exercise 1.

Write the questions in correct order.

Example: Sentence: boys many How are there?

Answer: How many boys are there?

1. many there? are balls How
2. ? there trees How are many
3. wickets many there How are?
4. benches? How many there are
5. many How? there players are

Exercise 2.

Write the questions in correct order.

Example: Sentence: three there? Are bats

Answer: Are there three bats?

1. there? balls Are two

2. there any? Is grass

3. bench Is? a there

4. ? fifteen Are boys there

5. there trees? Are six

Exercise 3. Tick the right word:

Example: There are/aren't four flowers in the vase.

1. There is/isn't a cup on the table.

2. It is/isn't twelve o'clock.

3. There are/aren't three girls in the picture.

4. There is/are one bench in the playground.

5. There are/aren't two pens in the picture.

6. There is/isn't one book in the picture.



Exercise 4. Write how many things there are in the pictures:

Example:

Four cups

1.

2.

3.

4.

5.



Unit 3.4

How to use a dictionary

Exercise 1.

Trace these words:

fun hit cat pet sun

Exercise 2.

Find the above words in the square given below and write them in alphabetical order.

| | | | | | | |
|---|---|---|---|---|---|---|
| t | f | u | n | l | i | r |
| w | o | r | m | n | e | t |
| e | p | c | q | h | i | t |
| t | q | a | b | m | p | q |
| b | s | t | c | s | u | n |
| a | m | a | t | p | q | r |
| t | x | y | p | e | t | z |

cat

Exercise 3.

Write the following words in alphabetical order:

net bat mat wet rat

THE FOOD WE LIKE

Exercise 1. Work in pairs. Ask your friend:

What he/she likes,
and then write the answers:

Example: apples, mangoes, oranges ———

Ques: What fruit do you like?

Ans: Mangoes

1. What vegetables do you like?
(tomatoes, carrots, brinjals)

Ans: _____

2. What juice do you like?
(lemon, orange, sugar-cane)

Ans: _____

3. What sweet thing do you like?
(ice-cream, jelly, toffee)

Ans: _____

4. What meat do you like?
(fish, chicken, beef)

Ans: _____

Exercise 2. Make complete sentences with the above answers:

1. My friend likes mangoes.

4. He/She likes _____

2. He/She likes _____

5. He/She likes _____

3. He/She likes _____

TEACHER'S GUIDELINES :

For exercise 1: 1. Call a student in front of the class and ask, "What fruit do you like?" Write the answer on the B.B. Then let students do exercise 1 in pairs. In exercise 2 ask students to write the answers in complete sentences. Then ask students to copy out the sentences in their exercise books.

Spell the numbers:

a
e

b

1 s i x t e e n

2 e n

3 t n

Across:

1. 16

2. 18

3. 13

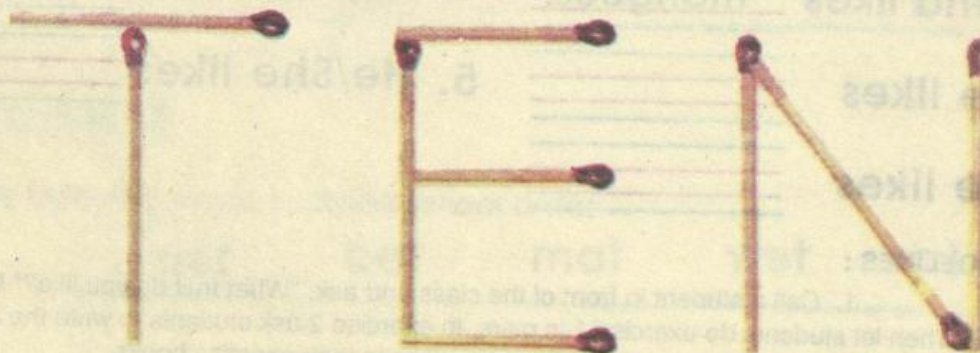
Down:

a. 11

b. 20

c. 19

Take 9 match-sticks and make number 10.



THE LITTLE SNAIL



Farooq and Saleem were going to school one day.



They saw a little snail on the way.



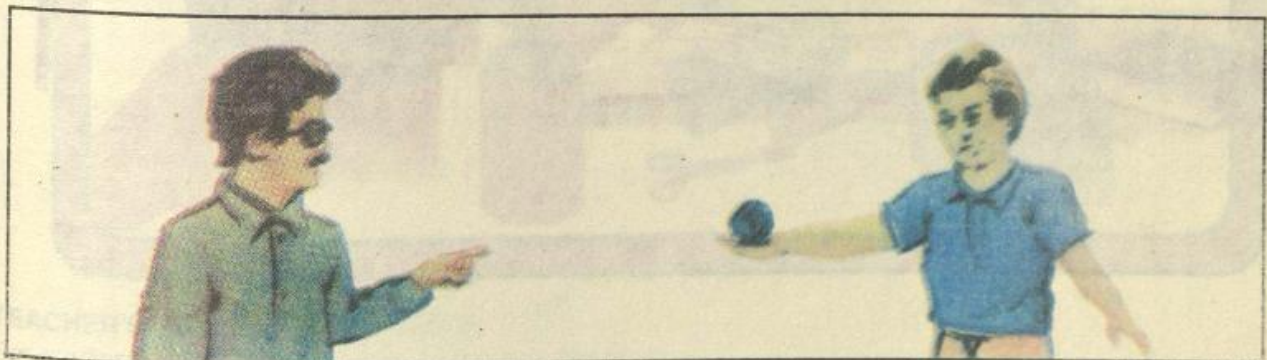
"I want to go to school," said the snail.



Farooq picked him up on his hand.



He took the snail into the classroom.



The teacher said, "Oh look! Farooq has a snail on his hand. Snails walk slowly. They carry their houses on their backs."

Unit 4.1

Let's = Let us, 'll = will
Making a suggestion

LET'S DO OUR HOME-WORK

Let's do our
home-work now.

Yes we'll do
English first.



TEACHER'S GUIDELINES:
See page no 4 for further practice.

Unit 4.2

WHAT TO DO WHEN YOU GET A CUT



Do you know what to do when you get a cut which is bleeding?



First, try to stop the bleeding. Take a piece of clean cloth and press hard on the cut.



You can also put ice or pour cold water on it to stop the bleeding.



Then take some clean, wet cotton wool. Now carefully clean the cut.

Lastly, clean the cut again with some medicine and put a clean bandage on it.



TEACHER'S GUIDELINES:

Pre-reading:

1. Write the title on B.B. Ask students what they do if they get a cut which is bleeding.
2. Write some of the new words on the blackboard, e.g. wet cloth, cotton wool, bandage, medicine.
3. Show by actions 'pour' and 'press'.
4. See T.G unit 1.2 page no: 4

Exercise 1.

Match the words with the pictures:

Example:

Thick

Thicker

Tall

Taller

Fat

Fatter

Short frock

Shorter frock



Exercise 2. Asma's and Hasan's toys.

Asma's Toys



Hasan's Toys



Look at the pictures and fill in the blanks with the correct form of the words in the bracket.

Example: Hasan's car is bigger than Asma's car.

(big)

1. The red ball is smaller than the blue ball.
(Small)

2. The black cat has a longer tail than the brown cat.
(long)

3. Asma's small doll is fatter than her big doll.
(fat)

4. Asma's book is thinner than Hasan's book.
(thick)

5. The brown horse is taller than the black horse.
(tall)

Unit 4.4

How to use a dictionary

Trace and then circle the following words in the square given below:

big box bell thin tall small star sky

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| x | p | o | y | z | t | a | l | l |
| m | b | e | l | l | h | g | f | b |
| t | a | l | m | n | x | k | m | i |
| t | b | s | i | o | s | k | y | g |
| h | c | m | d | e | f | g | h | i |
| e | d | a | k | b | o | x | f | m |
| x | e | l | o | t | h | i | n | p |
| p | m | l | s | g | p | q | r | s |
| o | t | x | y | z | s | t | a | r |

Now, write the above words in alphabetical order

bell big

Choose any one phrase from each box and write a story.

1. **I have a**
big black dog/green parrot/little brown monkey.
2. **He likes eating**
big chillies/yellow bananas/big bones.
3. **He**
swings high/barks loudly/sings sweetly.
4. **He**
walks with me to school/sits on my hand/sits on my shoulder.
5. **At night he sleeps**
in the cage/near the door/on my chair.

Example: I have a big black dog.

He likes eating _____

He _____ He _____

At night he sleeps _____

TEACHER'S GUIDELINES:

For further practice:

Ask students to write the two remaining paragraphs.



Zaheer saw a big black caterpillar with round red spots on his back.



He was sitting on a leaf.
"How are you?", said Zaheer.



"Come and see me tomorrow",
said the caterpillar.



Next day, Zaheer went and
said to the caterpillar
"Where are you".



"Here I am! Now, I'm a butterfly."
"How beautiful you are!" said Zaheer.

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Sindh as sole textbook for schools in the province of Sindh.

قومی ترانہ

پاک سرزمین شاد باد کشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین، شاد باد
پاک سرزمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد
شاد باد منزلِ مراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی شانِ حال جانِ استقبال
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